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ABSTRACT

This list of minimal competencies for foreign language teachers is broken down into the following categories: (1) practical command of the foreign language, (2) language analysis, (3) culture, (4) teaching-learning process, and (5) professional. Each category has three parts: competence, indicator (a brief description of the activity or ability by which candidates should demonstrate that competency), and assessment (the type of assessment to be used, such as test scores or the judgment of specialists). The list was prepared by a special task force of the Florida Foreign Language Association. (Author/CLK)

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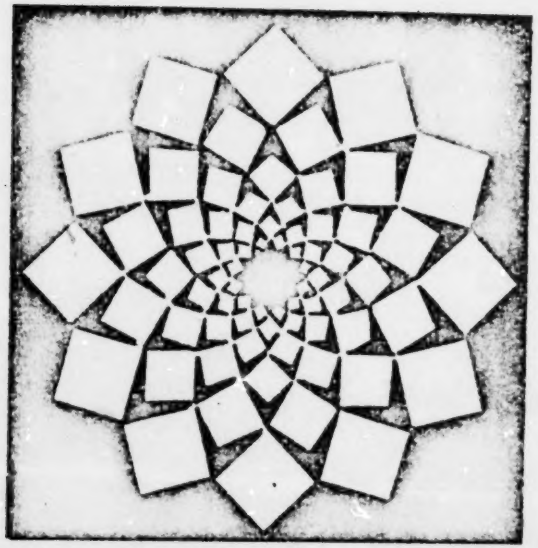
COMPETENCIES

OF

FOREIGN LANGUAGE TEACHERS



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FLORIDA FOREIGN LANGUAGE ASSOCIATION

INTRODUCTION

The foreign language competencies listed herein are the product of much work involving foreign language classroom teachers, supervisors, administrators, and college and university faculty. The Task Force appointed to undertake this project, as well as the entire Board of Directors of the FFLA, met on numerous occasions for the purpose of identifying foreign language competencies. Advice and suggestions were also elicited from the entire FFLA membership through the January, 1975 FFLA Newsletter. The product of all of this activity resulted in this document.

It is felt that teachers and administrators have profited by being involved in the process of identifying competencies. It has not been an easy task. This document is looked at as a first, tentative step, realizing that such a list of competencies will change. It is also realized that while one can list the kinds of competencies one wishes teachers to have, such a listing does not constitute a description of "competence." Furthermore, it is realized that research is needed in order to determine what performance by the teacher produces what learning.

The FFLA wishes to thank all of those who assisted in the preparation of this document. Special recognition goes to the FFLA Board of Directors and to the members of the Task Force, namely: Dr. Clemens L. Hallman, Task Force Chairperson, Foreign Language Education, University of Florida; Dr. Thomas Ackerman, Foreign Language Supervisor, Duval County Schools; Mr. Ronald Bryant, Foreign Language Supervisor, Orange County Schools; Dr. Ernest Frechette, Foreign Language Education, Florida State University; Dr. David Gurney, Foreign Language Specialist, Florida Technological University; Mrs. Mary Johnson, Foreign Language Supervisor, Lee County Schools; Mrs. Mary Sánchez, Foreign Language Supervisor, Pinellas County Schools; and Dr. Jacques Wilson, Foreign Language and Bilingual Education Consultant, Florida State Department of Education.

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FLORIDA FOREIGN LANGUAGE ASSOCIATION

COMPETENCIES OF FOREIGN LANGUAGE TEACHERS

A. PRACTICAL COMMAND OF THE FOREIGN LANGUAGE

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Understand the language as spoken normally by a native.	Given spontaneous conversation situations on topics of a general, nontechnical nature on which the candidate has some knowledge, he/she is able to understand what is said.	Competency may be determined by passing scores on a nationally normed test, such as the ETS-MLA test or Foreign Service Institute Language Proficiency Test, or by the professional judgment of recognized specialists.
2. Speak the language in normal conversation with a native speaker.	In situations as described in indicator A-1 above, the candidate is able to answer, ask questions, and make comments in the foreign language.	Same as above.
3. Read general material with immediate comprehension.	The candidate will read with immediate comprehension material of average difficulty (material that is neither technical or esoteric.)	Same as above.
4. Write on general topics with clarity.	The candidate is able to write simple letters, take lecture notes, and write reports or summaries of assigned readings with no errors in basic grammar, and without obvious English thought patterning.	Same as above.

B. LANGUAGE ANALYSIS

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
Analyze and apply his analysis of the phonology, morphology, and syntax of the source and target languages.	The candidate will prepare drills and exercises which lead to accurate pronunciation and which fit the appropriate structures. He will recognize errors in phonology, morphology, and syntax; diagnose the origin of these errors; and select and devise exercises, drills, and techniques to correct them.	The candidate's competency may be determined by passing scores on a nationally normed test, or by demonstrated application as observed and evaluated by recognized specialists.

C. CULTURE

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Describe the principal ways in which the people within (a) target culture(s) behave.	Given a category (family life, educational and vocational pursuits, leisure time activities, etc.), the candidate will describe the target cultural pattern with regard to its place within the value system of the culture.	The candidate's competency will be based on norms established through written and oral tests, and through demonstrated application as observed and evaluated by recognized specialists.
2. Analyze the effect of the geography, history, arts, and social and political institutions on the contemporary culture of the target country(ies).	Given a significant geographical feature, historical event, contribution in the arts, or specific social or political institution, the candidate will be able to explain its significance and effect on contemporary life in the target country(ies).	Same as above.

COMPETENCY	INDICATOR	ASSESSMENT
3. Demonstrate behaviors and attitudes which reflect a feeling for the dignity, worth, and viewpoints of other peoples and cultures.	Given cultural diverse peoples, events or situations, the candidate will be able to explain their significance and their relationships to the particular culture.	The candidate's competency will be based on demonstrated application as observed and evaluated by recognized specialists.
4. Demonstrate the ability to assist students to develop their own cultural identity in juxtaposition to that of other cultures.	Given elements of contrasting cultural value systems, candidate creates an atmosphere for valid analysis and acceptance of the cultural validity of different peoples in a pluralistic world.	Same as above.
D. TEACHING-LEARNING PROCESS The candidate can:		
1. Prepare daily, unit, and long-range plans with clearly stated objectives and procedures.	Given a specific teaching situation, the candidate will prepare adequate lesson plans for achieving clearly stated daily, unit, and long-range objectives.	Based on the judgment of recognized specialists.
2. Teach the learner to comprehend the spoken target language.	Given a specific stated behavior in language comprehension, the candidate will demonstrate, by use of appropriate techniques and materials, acceptable student aural comprehension of selected materials.	Based on the judgment of recognized specialists who will observe the performance of the candidate.
3. Teach the learner to speak the target language.	Given a specific stated behavior(s) in speaking, the candidate will demonstrate, by use of appropriate techniques and materials, acceptable student accomplishment in oral communication regarding selected material.	Based on the judgment of recognized specialists who will observe the performance of the candidate.

COMPETENCY	INDICATOR	ASSESSMENT
4. Teach the learner to read the target language.	Given specific behaviors in reading, the candidate will demonstrate by use of appropriate techniques and materials, acceptable reading accomplishment by the learner.	Based on the judgement of recognized specialists who will observe the performance of the candidate.
5. Teach the learner to write the target language.	Given specific behaviors in writing, the candidate will demonstrate, by use of appropriate techniques and materials, acceptable student accomplishment in written communication in selected topics.	Based on the judgement of recognized specialists who will observe the performance of the candidate.

E. PROFESSIONAL

The candidate can:

COMPETENCY	INDICATOR	ASSESSMENT
1. Demonstrate awareness of the goals and purposes of foreign language instruction in Florida.	Provided a situation for discussion with appropriate experts, the candidate will discuss the evolving goals and purposes of foreign language instruction in Florida.	Based on the judgment of recognized specialists, the candidate describes the evolving nature of foreign language goals in Florida.
2. Define and interpret the rationale for the inclusion of foreign languages in the curriculum.	Given a simulated situation of a discussion with students, administrators, and community members, the candidate will define and interpret the rationale for the inclusion of foreign languages in the curriculum.	Based on the judgment of recognized specialists, the candidate describes comprehensive bases for foreign languages as an essential element of the school program.

COMPETENCY	INDICATOR	ASSESSMENT
3. Demonstrate awareness of major research studies and current literature in foreign language and cross-cultural education.	Provided a situation for discussion with appropriate experts, the candidate can make knowledgeable references to major research studies and current literature in foreign language and cross-cultural education.	Based on the judgment of recognized specialists, candidate cites relevant research studies or current literature on topics of foreign language and cross-cultural education.
4. Demonstrate an awareness of appropriate methodologies and a knowledge of supplementary materials in the foreign language and culture.	Given the task of evaluating methodologies and materials for a specific teaching situation, the candidate will demonstrate the ability to use proper criteria for selection of suitable methodology and materials.	Based on the judgment of recognized specialists, the candidate makes adequate judgments on suitable methodology and materials to be used in specific teaching situations.
5. Demonstrate professional growth and a sense of adaptability to change foreign language methodology.	Given a conversation with appropriate experts, the candidate will demonstrate an awareness that foreign language teaching methodology is continuously evolving.	Based on the judgment of recognized specialists, the candidate gives evidence of familiarity with the findings of professional groups and their publications.
6. Teach the learner the culture of the people(s) whose language is being studied.	Given specific cultural material, the candidate will demonstrate, by use of appropriate techniques, context and materials, acceptable student comprehension of selected cultural material that is commensurate with the cognitive and affective domain levels of the learner.	Based on the judgment of recognized specialists who will observe the performance of the candidate.

COMPETENCY	INDICATOR	ASSESSMENT
7. Create a classroom situation which provides for the basic and differing needs of learners.	Given a specific teaching situation the candidate will demonstrate the ability to develop effective interaction between teacher and student, and student and teacher, in order to maximize learning.	Based on the judgment of recognized specialists who will observe the performance of the candidate.
8. Evaluate effectively the achievement of each student in each skill in accordance with established goals and objectives.	Given a specific learning behavior, the candidate will demonstrate the ability to select, prepare, and administer appropriate instruments of evaluation to measure language skills in accordance with established objectives.	Based on the judgment of recognized specialists who will observe the performance of the candidate.
9. Use equipment and audio-visual aids effectively in foreign language instruction.	Given a specific teaching situation the candidate can select and use effectively audio-visual materials and equipment appropriate for selected learning activities.	Based on the judgment of recognized specialists who will observe the performance of the candidate.
10. Prepare effective teaching materials for language instructional activities.	Given a specific situation, the candidate will prepare samples of various types of teaching materials, such as ditto masters, overhead projector transparencies, flash cards, audio and video tapes, simple sketches, and cartoons, etc.	Based on the judgment of recognized specialists who will observe the performance of the candidate.